HQSR Informational Meeting

New and Renewing Applicants

Friday, December 1, 2017 1:00 PM-3:30 PM

Utah State Board of Education, Basement West

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DEPARTMENT OF WORKFORCE SERVICES

UTAH STATE BOARD OF EDUCATION 1896

GOMB

Purpose of Today's Meeting

Review:

- Purpose of the Utah High-Quality School Readiness Initiative Grant program

- Grant application process

- Applicant's eligibility

- Grant submission deadlines (critical dates)

- Other requirements for applicants

Purpose of the Legislation is to:

- Upgrade existing early childhood education programs
  - LEA, Charter School
  - Private Providers
  - Home-based technology programs to achieve high-quality school readiness
- Define high-quality (see legislation)
- Improve school readiness and long term academic outcomes
- Reduce remediation costs associated with poor academic outcomes
- Collect longitudinal data

http://le.utah.gov/xcode/Title53A/Chapter1b/53A-1b-S106.html

Appropriations and Sustainability

- Utah School Readiness Initiative Funding is for:

  - High Quality Grants

  - Results-based Contracts

  - Independent evaluation of outcomes

- Funding is designated for developing structure and processes needed to move toward high quality as defined in the Utah Code (links on both USBE and DWS websites)

- Funding is not designed for ongoing support

- Funding is not for expansion

Appropriations and Sustainability Cont.

- Programs must develop a sustainability plan which ensures maintenance of a high-quality program

- Each year, the Board will determine the amounts appropriated to Results-Based School Readiness Contracts and the High-Quality School Readiness Grant Program

Who is Eligible to Apply?

- *Existing* programs serving children who are economically disadvantaged – meeting definition within the Utah Code

  - Local Education Agencies (LEA)

  - Private child care providers

  - Home-based educational technology providers

- Applicant must agree to maintain a minimum enrollment of 25% of economically disadvantaged students

Who is Eligible to Apply?

- Program must serve *primarily* typically developing 3- and 4-year old children. It is highly encouraged that programs serve children with disabilities in an inclusive environment

- Program must exhibit some elements of high quality to be competitive

- All providers must have, or be willing to obtain, a data system with the capacity to collect longitudinal, academic outcome data, including special education use by child

- Providers must be willing to partner with Utah State Board of Education (USBE) to provide each student with a statewide unique student identifier (SSID)

- We will discuss what inclusion means at the end of the presentation

Eligibility Cont.

- Applicants must file one application for each tax identification number. Where there are multiple sites under one tax identification number, applicants must apply for all sites using a single application, and provide the following:

  - How the program will be operated at different sites

  - How the money will be distributed between the sites (budget and budget narrative for each site)

Application Components

Sections:

1. Applicant Information and Assurances

2. 2. Proposal Narrative

3. Basic Program Information
   • Program Description, Gap Analysis, and Strategies for implementation
   • Progress Monitoring
   • Sustainability Plan

3. Budget and Budget Narrative

4. Resumes and Letters of Support

All application forms are fillable, save-able PDF documents

No handwritten applications will be accepted

Format and Page Limits

- The application narrative is limited to *no more than 15 pages*, using the following standards:
  - A ''page'' is 8.5" x 11", on one side only, with 1'' margins at the top, bottom, and both sides
  - Double-space all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. Double-spacing is optional for the text in charts, tables, figures, and graphs.
  - Use a font that is 12 point or larger, or no smaller than 10 pitch (characters per inch)
  - Use one of the following fonts: Times New Roman or Arial
  - The page limit does not apply to the cover sheet, budget section, narrative budget justification, assurances, resumes, or letters of support. However, the page limit does apply to all of the application narrative section. Reviewers will not read any pages of the application that exceed the page limit.

Format Cont.

- The application must conform to the following standards:

  - The application must be in PDF format

  - The application must be submitted in a **single e-mail** to:

    (USBE)preschoolgrants@schools.utah.gov or
    (DWS)schoolreadiness@utah.gov

  - All required documents must be attached

  - The name of the applying LEA, charter school, private provider, or Home-Based Technology program must appear in the subject line

  - Applications submitted after the deadline, or without all required documentation, will not be considered

Applicant Information Cover Page & Assurances Required

Cover Page:

- Program name/address

- Program leadership contact information

- Required child/program demographic information

- Staff credential information

- Teacher/Child Ratios

- Program cost per child/monthly

- Days and hours of program

Program Description: What is a Gap Analysis?

Address what your program is currently doing to address the following content areas:

- Oral Language

- Listening Comprehension

- Phonological Awareness (*letter sounds*) and prereading

- alphabet and word knowledge

- Writing

- book knowledge and print awareness

- Math: numeracy

- Creative Arts

- Science and Technology

- Social Studies

- Health & Safety

- P. E.

- Ongoing, focused, and intensive professional development for staff

Program Description: What is a Gap Analysis? Cont.

- Indicate issues that need improvement

- How would you use this funding to fill you program gaps?
  - Instructional methods—Intentional and differentiated
  - Programs ongoing professional development
  - Pre, Mid, and Post Student Assessments
  - Partnering with Independent Evaluator
  - Ongoing program evaluation and data collection
  - Family engagement
  - Plan to identify children with disabilities (Child Find)

Assurance Statements

- Signed by designated administrator:
  - Compliance with all applicable statutes and regulations governing this project
  - Unique student identifier (SSID requirement)
  - Class size and ratios – LEAs – 1:10 required
  - **Private Providers should follow licensing regulations. However, programs committing to a 1:10 ratio may receive priority consideration**
  - Active recruitment of children who meet the definition of economically disadvantaged
  - Programs must register and maintain a minimum enrollment of 25% of economically disadvantaged 3- and 4-year old students throughout the grant funding period and prioritize enrollment for those students

Assurance Statements Cont.

- Provide information and reports, meeting required timelines

- Maintain financial records – ensure no supplanting of existing program

- Independent evaluator access, parent consent forms (80%), data collection collaboration

- Comply with federal and state requirements for IDEA Child Find.

- Use of Risk Factors

Budget & Budget Narrative - Form 3

- Applicants must use the budget summary (Form 3) and provide a budget narrative detailing the costs for the improvement plan
- The budget should reflect the amount of time and program activities to support a high-quality program. **Budget must include all years for which funds are being requested.**
- Budget expenditure examples:
  - Professional development
  - Curriculum
  - Materials to support the implementation of the curriculum
  - Coaching
  - Tools for assessing children's ongoing growth.
- All purchases must be allowable under local procurement processes (refer to allowed/disallowed purchases)

Grant Scoring

- **Basic Program Information**
  - Program description and role
  - More detail of program demographics
  - Recruitment process
  - Risk Factors Assessment

Grant Scoring Cont.

- **Program Description, Gap Analysis, and Strategies for Implementation**
  - Evidence-based curriculum
  - Instructional methods
    - Intentional and differentiated instruction
    - Whole group
    - Small group
    - Student-directed learning
  - Program's professional development
  - Child assessments
  - Partnering with independent evaluator
  - Program data collection & monitoring
  - Family engagement
  - Serving children with disabilities within inclusive settings
  - Program staff qualifications/certifications

Grant Scoring - Program Narrative Cont.

- **Progress Monitoring**
  - Timeline for grant activities, including staff roles within timeline
    - Analysis
    - Monitoring
    - Adjustment of grant activities

- **Sustainability**
  - Self-sufficiency and maintained quality beyond the grant funding period

Funding Can't be Used to . . .

- Expansion of new classrooms

- Fund child enrollment

- Supplant (replace) current funding

- Purchase disallowed items/activities:
  - Capital outlay
  - Fixed assets
  - Building projects – items expected to last or be used more than one year (play ground equipment, furniture – tables, chairs, shelves etc.) **An exception to the one-year rule would be to purchase curriculum if needed**

Funding Can't be Used to . . .

- Attend one-time professional development workshops or conferences

- Pay for ongoing program costs that will not be supported after grant funding ends

- Provide food for children during instruction (snacks and meals)

- Purchase equipment that will be used by administrators; however, equipment directly supporting child instruction may be allowable

Additional Required Support Documents

- Resumes of key personnel

- Letters of support from leadership of the host sites

- Letters of support from additional stakeholders as described in your plan as appropriate

- Memorandum of Understanding (if appropriate/needed)

Risk Factor Assessment

Child Name:
Parent(s) Name:
Address:
Phone Numbers:
Neighborhood School:

1. **Eligible for free or reduced lunch:**
   o Yes
   o No
   o I don't know

2. **Eligible for a fee waiver:**
   o Yes
   o No
   o I don't know

Review the list below. How many of these circumstances have ever applied to your four-year-old child? (Do not mark which of these apply to your child. We only want to know how many apply.

Enter number that apply to your child here: _____

- The mother of child did not graduate from high school
- Single parent
- Language spoken in the home most often is NOT English
- Child born to teenage mother
- Child exposed to physical abuse or domestic violence
- Child exposed to substance abuse (drugs or alcohol)
- Child exposed to stressful life events (death of a parent, chronic illness or parent or sibling, mental health issues, etc.)
- Parent has been incarcerated
- Child lives in a neighborhood with high violence/crime
- One or both parents has a low reading ability
- Family has moved more than once in the last year
- Child has been to foster care

Affirmation:
I certify that the above information is true and accurate to the best of my knowledge.

Parent Signature _____ Date _____

Application Evaluation and Awards

- LEAs and Charter Schools who are funded with state or federal monies for their current program must apply through USBE

- Private and home-based technology providers provided through private providers must apply through DWS

- Applications are read and scored by panel of experts using the score sheet

Application Evaluation and Awards Cont.

- Applications with scores of 60 or below will not be considered for an award

- The highest scoring applications will be recommended by either DWS or State Board of Education to the School Readiness Board for final approval

- Grants are funded through the Governor's Office of Management and Budget (GOMB)

- Funding is dependent on the availability of funds

Evaluation and Renewal

- Grant period ends June 30, 2019 (option to renew for a maximum of two additional one-year periods)

- Submit a renewal proposal by **March 1st, 2018**

- Renewed funding is not guaranteed and at the discretion of the Board dependent on, but not limited to:
  - evaluation of the renewal proposal
  - grantee performance
  - meeting all grant requirements
  - funding availability

Evaluation and Renewal

- The Board has contracted with an independent evaluator
  - collect and analyze data
  - determine whether a program has effectively implemented the components of the high-quality early education program
  - report findings to the School Readiness Board

- **Programs need to commit to submitting 80 percent of parent consent forms**

Application Timeline

- **The application and awards will be made on, or about the following dates:**
  - Dec. 1, 2017: Application and Scoring Rubric Released
  - Feb. 16, 2018: USBE Optional Letter of Intent
  - March 1, 2018: Application & Renewal Submission – Due at 5:00 p.m. (electronic timestamp) – **late proposals will not be accepted**
  - April-May: Notification of Awards –After School Readiness Board Approval
  - July 1, 2018: Program Start Date
  - June 30, 2019: End of First Grant Term

What is Child Find?

- Child Find is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services

  - Covers every child from birth through age 21

  - A school must evaluate any child that it knows or suspects may have a disability

Additional Grant Information

- Kristen Campbell—SSID Numbers

- Sarah Pickard—Contract Requirements for Private Providers, and Home Based Technology Providers

Q&A Time

For any additional HQSR information, please contact the following representatives:

For LEAs:
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For Private Providers:
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